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ABSTRACT

In its first year of operation, 1981-82, the Bilingual Demonstration College Preparatory Program in New York City served 81 students of Hispanic origin with limited English proficiency. The program stresses the acquisition of English skills as well as the development of the students' native language and is geared toward mainstreaming students as soon as possible. The program's four major goals are (1) an academically successful student body; (2) enhancement of the staff's professional growth and/or academic skills and a more adequate ethnic balance among the instructional staff; (3) an active parent and community group; and 4) the development of math, social studies, and science materials focusing on the development of basic skills. Attainment of these goals in 1981-82 was negatively affected by the fact that approval to hire staff was not received until two months after the school year had begun. Instructional achievement results were mixed. No formal inservice training for staff took place, and staff development activities were limited to those scheduled schoolwide or within each teacher's academic department. In addition, attempts to get parents involved were unsuccessful. Finally, curriculum materials were developed for both native language arts and social studies. Materials and resources used for this program appear in appendices to this report. (CMG)

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O.E.E. Evaluation Report

June, 1983

Grant Number: G00-810-4581

GEORGE W. WINGATE HIGH SCHOOL
BILINGUAL DEMONSTRATION COLLEGE
PREPARATORY PROGRAM
1981-1982

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GEORGE W. WINGATE HIGH SCHOOL

BILINGUAL DEMONSTRATION COLLEGE PREPARATORY PROGRAM

1981-1982

Location:	600 Kingston Avenue, Brooklyn, New York
Target Language:	Spanish
Year of Operation:	1981-1982, First Year of Three-Year Cycle
Number of Participants:	81 Students of Hispanic Origin
Principal:	Dr. Robert Schain
Project Director:	Gloria P. Lemme

I. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Wingate High School is located in the Crown Heights section of Brooklyn, a predominantly low-income neighborhood. In the past few years, housing conditions have been maintained and some renovations have been done. As a result, community pride has been spurred and the general economic viability of the area has increased.

Area residents are black, Hispanic, and Hassidic. Many of the black residents are Haitians, including students of high school age who have participated in Wingate's long-standing French/Creole bilingual program, the largest Haitian bilingual program in the city. The Hassidic students in the district do not attend the public schools. The neighborhood contains an increasing number of Hispanic residents.

SITE CHARACTERISTICS

In its first year of operation, the program operates at Wingate High School, a large, relatively modern facility. As of October, 1981, 3,122

students attended the school. Approximately 95 percent of the student-body is non-Hispanic black; except for a single Chinese student, the rest of the students are Hispanic. The program itself is located in the cluster of offices that houses the French/Creole bilingual program.

Table 1 illustrates the home languages and language proficiency of students in the school as a whole.

TABLE 1

Home Languages of Students Attending Wingate High School

Languages	Number of Students	Percent of Total Enrollment	Number of of LEP[a] Students	Percent of Total Enrollment Classified LEP
English	2,358	76	-	-
French/Creole	600	19	312	10
Spanish	163	5	120	4
Chinese	1	-	1	-
Total	3,122	100	433	14

[a]Students of Limited English Proficiency.

II. STUDENT CHARACTERISTICS

COMPOSITION

The Title VII bilingual program serves 81 Spanish-speaking students. Of these, 96 percent were not born on the United States mainland. Almost all of these students have recently arrived in New York City from their native country. Based on data submitted for 50 percent of the program population, 33 students came from Panama, five from Puerto Rico, and two from the Dominican Republic. Program students are evenly divided, with half female and half male (see Table 2). Table 3 presents the number of program students by age and grade.

TABLE 2

Number and Percentages of Students by Sex and Grade
(N=57)

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	9	41	13	59	22	39
10	9	53	8	47	17	30
11	6	55	5	45	11	19
12	4	57	3	43	7	12
TOTAL	28	49	29	51	57	100

- There are approximately the same number of males (28) and females (29) in the program.
- The percentage of students in each grade declines as the grade level increases from 39 percent in grade 9 to 12 percent in grade 12.

TABLE 3

Number of Students by Age and Grade

(N=57)

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
12	1	0	0	0	1
13	1	0	0	0	1
14	2	0	0	0	2
15	11	4	0	0	15
16	4	8	3	0	15
17	1	4	3	0	8
18	0	1	5	4	10
19	1	0	0	2	3
20	1	0	0	1	2
Total	22	17	11	7	57
Overage Students:					
Number	7	5	5	3	20
Percentage	32	29	45	43	35

Note. Shaded boxes indicate expected age range for grade.

.Thirty-five percent of the students are overage for their grade. The highest percentage of overage students is in grade 11 followed by grade 12.

.Most students are 15 and 16 years of age.

ENTRY CRITERIA

Most of the students in the program fall below the tenth percentile on the English Language Assessment Battery (LAB). Students are eligible for the bilingual program if they score below the twenty-first percentile on this test and if they score higher in Spanish than English. While 120 Spanish-speaking students were designated as of limited English proficiency (LEP), 39 of them had been mainstreamed prior to the inception of the Spanish bilingual program in September, 1981. The school administration felt that these students should remain in the mainstream, rather than encounter delays in reprogramming for bilingual academic classes. Many of these students were enrolled in vocational classes, which did not depend as much on language skills. Fifteen of the 39 mainstreamed students had already been placed in the school's special education program as a result of screening by the school psychologist.

Because of the comparatively small number of Hispanic LEP students in the school, the program is able to accommodate all Hispanic LEP students who had not previously been mainstreamed. Student selection also involves a close look at the records of that small percentage of students coming from feeder schools.

LANGUAGE DIVERSITY

Some students enter the program with satisfactory literacy skills in their native language. These students come from an urban environment in which they received regular educational instruction. Other students, especially those from rural areas, start the program with minimal literacy in their native language.

III. PROGRAM DESCRIPTION

GOALS AND OBJECTIVES

The program goals were severely cut as a result of budgetary considerations and the recommendation of the Office of Bilingual Education and Minority Languages Affairs that only Spanish-speaking students be served. Originally, the goals included services for both Spanish- and French/Creole-speaking students, a media component, English-language instruction for parents, and extensive curriculum development that would include field-testing of materials.

As implemented, the program has four major goals:

1. Instructional Component. The organization, implementation, and maintenance of a model college-bound bilingual program for high schools would produce an academically successful student body.

2. Staff Development. Through in-service and university-based training, a core of bilingual personnel would enhance its professional growth and/or academic skills. Additionally, the school would strive to achieve a more adequate ethnic balance among the instructional staff.

3. Parent and Community. An active parent and community group would evolve as a consequence of the project through an advisory committee, parent workshops, meetings, and social activities.

4. Curriculum and Material Component. Syllabi and lesson plans in a bilingual format in mathematics, social studies, and science would be done on a day-to-day basis and would focus on the development of basic skills.

Specifically, the proposed program lists the following objectives for evaluation during the 1981-1982 period:

1. It is expected that program students will master one objective per two weeks of actual classroom instruction as measured by pre- and post-testing on the Criterion Referenced English Syntax Test.

2. It is expected that the mean scores of program seniors on the New York State English Regents Examination will be higher than the 1980 scores at the .05 level of significance.

3. It is expected that the percentage of program students passing teacher-made examinations in native language arts will be higher than the school-wide percentage at the .05 level of significance.

4. It is expected that the mean scores of program students tested on the New York State Regents Language Exam will be higher than the 1980 scores at the .05 level of significance.

5. It is expected that the percentage of program students passing teacher-made final examinations in media classes will be on level with that of non-program students in media classes.

6. It is expected that the percentage of program students passing teacher-made examinations in mathematics, science, and social studies will be higher than the school-wide percentage at the .05 level of significance.

7. It is expected that the mean scores of program seniors tested on New York State Regents Examinations in mathematics, science, and social studies will be higher than the 1980 scores at the .05 level of significance.

8. It is expected that a comparison of parent involvement in each aspect of the program and the number of parents enrolled in the bilingual program will show that 25 percent attended at least one parent workshop; 10 percent voluntecred to serve in project activities; and 75 percent of the Advisory Council parents attended 50 percent of all meetings.

9. It is expected that the attendance of program students will be higher than that of the general school population at the .05 level of significance.

The fact that approval to hire staff was not received until two months after the school year had begun had a negative effect on the achievement of the project's goals and objectives.

PROGRAM PHILOSOPHY

The program philosophy stresses the acquisition of English skills as well as the development of the students' native language. The emphasis on bilingualism, which stresses the value of knowing more than one language and of coming from the student's own culture, is seen as a means to enhance individual self-esteem. At the same time, the program is clearly geared

toward mainstreaming the students as soon as they are capable of handling such work.

This articulated philosphy, has however, been met with mixed feelings by both students and administration. Social studies, for example, was scheduled and started to be taught in Spanish. Students reaction was mixed. Some of the students felt positively about such language usage, while others disapproved of it. Consistent with the administration's emphasis on learning English-language skills, the principal requested that more English be used in the class.

FUNDING

Table 4 indicates funding of the program's instructional component. Table 5 indicates funding of the program's non-instructional component. Funding for the project began October 1, 1981 and is scheduled to last for three years.

TABLE 4

Funding of the Instructional Component

	Funding Source(s)	Number of Teachers	Number of Paraprofessionals
E.S.L.	P.S.E.N. Title I Tax Levy	2 1 1	1
Native Language (Spanish)	Tax Levy	2	
Mathematics	Tax Levy Title VII	1	a
Social Studies	Tax Levy Title VII	1	a
Science	Tax Levy Title VII	1	a
Grammar (English)	Supplementary Tax Levy-(Module 5B)	1	

[a]Title VII funds supported two paraprofessional positions (see page 9 for discussion).

TABLE 5

Funding of the Non-Instructional Component

	Funding Source(s)	Personnel
Administration & Supervision	Title VII	Project Director
Curriculum Development	Title VII	Curriculum Specialist
Supportive Services	Title VII	Grade Advisor
Staff Development	Tax Levy Title VII	Chairman, Foreign Language Dept. Project Director
Parental & Community Involvement	Title VII	Project Director

ORGANIZATION

The project director reports to the assistant principal, who is the chairperson of the foreign language department. In addition, she reports to the assistant principal for organization, guidance, and pupil services. The director supervises the Title VII staff: the curriculum specialist, the grade advisor, and two paraprofessionals. Content-area teachers fall under the supervision of their respective assistant principal, depending on the department in which they teach. As a result, the director's autonomy is limited.

STAFF CHARACTERISTICS

Table 6 presents the characteristics of the Title VII staff serving the program students. The grade advisor appointed in the fall became a teacher-trainer for the Board of Education in mid-year and was replaced in February by a former E.S.L. coordinator who had taught most of the students and was familiar with their progress in E.S.L. classes. Although

her background included degrees in Hebrew and French, she had studied and was able to comprehend Spanish. One paraprofessional position was eliminated during the second half of the school year, after one individual left the program and an appropriate replacement could not be found.

Table 6

Title VII Staff Characteristics

Function(s)	% time to each function	Date appt. to each function	Education (degrees)	Certification	Licences(s)	Experience: monolingual	Experience: bilingual	Experience: E.S.L.
Project Director Bil. Soc. Studies Teacher	.8 .2	11/81 9/80	B.A. Pol. Sci. M.A. Spanish Bilingual Ed.	N.Y.C.	Soc. Stud. Bil. Reg. H.S.	0	16 private 4 public	1 yr
Grade Advisor (Fall) E.S.L. Coord. Teacher	.5 .5	11/81 9/77;70	B.A. French M.A. Ed. Admin; Fr.	N.Y.C.	Fr. E.S.L. H.S.	0	15 yrs.	10 yrs.
Grade Advisor (Spr.) E.S.L. Coord. Teacher	.5 .5	2/82 9/65	B.A. Hebrew M.A. Ed. French	N.Y.C.	E.S.L. H.S.	0	16 yrs.	16 yrs.
Curriculum Specialist Spanish Teacher	.8 .2	11/81 11/81	B.A. Spanish M.A. Spanish	N.Y.C.	Span. H.S.	0	1 yr.	0
Educational Asst.[a]	1.0	11/81				2 mos.	3 mos.	0
Educational Asst.[b]	1.0	11/81				6 mos.	2 mos.	0
Educational Asst.	1.0	4/82	B.A. Spanish M.A. Span.; Bil. Ed.					

[a]Left the program in January 1982.

[b]Left the program in March 1982.

IV. INSTRUCTIONAL COMPONENT

PROGRAMMING

Student programming is done on the basis of their score on the LAB the results of a writing and math placement test, and an examination of their academic records from their feeders schools, especailly their reading level. Programming in content areas is done by the appropriate department chairperson. Occasionally changes in student programs are made by the grade advisor.

TRANSITION

None of the students have been in the program long enough to get through the process of becoming completely mainstreamed. Such a decision is based on the student's LAB score and the recommendations of the guidance counselor and grade advisor.

ENGLISH-LANGUAGE INSTRUCTION

The English as a second language (E.S.L.) sequence is composed of six semesters. In addition to E.S.L., the school offers a four-semester sequence of English learning which focuses primarily on vocabulary, reading, speech, and specific cultural aspects of language of supplement the emphasis placed on grammar in the E.S.L. classes. Table 7 lists the E.S.L. classes given in the fall and spring semesters. All classes meet five times a week.

In the two E.S.L. classes observed by an evaluator, program students (seven in one class, eight in the other) received instruction in a classroom which included French/Creole-speaking LEP students. All of the students participated actively in the lesson.

TABLE 7

Instruction in English as a Second Language and English Reading

Course title and level	Number of classes		Average class reg.		Description	Curriculum or material in use
	FALL	SPRING	FALL	SPRING		
E.S.L. A	2	2	20	33	Lower elementary	Access to Eng; Book I; Ch. 1-10; Wkbk.
E.S.L. B	1	1	30	35	Upper elementary	Access to Eng; Book I; Ch. 11-end, Wkbk; Skills
E.S.L. C	2	1	19	19	Lower intermediate	Selections for Dev. Eng. skills; Teacher-made materials; Skillsboosters; Access II
E.S.L. D	1	2	18	22	Upper intermediate	Access to Eng. as a second lang.-Bk 2; wkbk; Skills; Learning American English
E.S.L. E	2	1	20	20	Lower advanced	Dixson-Complete Course in Eng. Lang. Skills; Eng. Comp.
E.S.L. T	2	2	22	15	Upper advanced	Modern Short Stories; Comp/ Comp; Teacher-made materials
L.C.R.		1		17	Transitional	Lang and Life in the U.S.; Teacher-made materials
Eng. 1	2	1	30	32	Beginning	Elementary Comp. Practice Book 1; Teacher-made materials
Eng. 2	1	2	30	37	Lower intermediate	A New Life for Sarita; Elem Comp. Practice Book 2; Teacher-made materials

NATIVE-LANGUAGE INSTRUCTION

Program students are enrolled in native-language classes at the intermediate and the intermediate to advanced levels. These classes are available to all program students. Except at the advanced level, classes include some English-dominant students who want to learn Spanish as a second language. The advanced classes stress the study of native culture. Table 8 lists native-language courses offered in the fall and spring. All classes meet five times a week.

TABLE 8

Instruction in the Native Language

Course Title and Level	Number of Classes		Average Class Reg.		Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring		
Spanish 5 (mixed native/ non-native)	1		28		Intermediate	Sol y sombra; aventuras en la ciudad; Lecturas para hoy.
Spanish 6		1		28	Intermediate	Same as Spanish 5, continued; Three-Year Regents Review Book; Specialized Reading Dialogs.
Spanish 7 - 10	1	1	40	24	Intermediate to Advanced	La Barca sin pescador, Mejora tu Espanol; Lecturas para hoy; Dona Rosita la soltera.

CONTENT-AREA INSTRUCTION

Prior to program funding, the assistant principal (Administration) had attempted to hire Spanish-speaking teachers for mathematics and science classes but was unsuccessful in identifying staff. This necessitated utilization of existing staff to meet students' instructional needs in the content areas.

With the exception of the history classes, therefore, program content-area courses were taught in English. Program students were initially grouped by language and reading level for science instruction. However, discipline problems developed when they were placed in a bilingual French/Creole science class with a teacher who did not speak Spanish. Consequently, during the spring term, the science chairperson programmed the students in a way that would scatter them throughout mainstream classes. Paraprofessional assistance was provided on a pull-out basis, under the supervision of the teacher with a group of the weakest students. The paraprofessional also translated teacher material for students' use.

In one of the biology classes observed by an evaluator, the student population was mixed and the teacher did not know Spanish. The educational assistant, fluent in Spanish, offered limited assistance to the students. The situation was similar in other classes.

Math classes were also taken in the mainstream. The mathematics teachers have experience in preliminary mathematics instruction and some bilingual materials were found suitable for classroom use. The para-professionals also assisted in these classes.

The social studies class which originally was taught in Spanish incor-porated more English usage to address the needs of a large group of

Panamanian students who had some English experience. This approach involved presenting the lesson in Spanish including social studies vocabulary, using a short reading. After the lesson was completed in Spanish, the same reading was studied in English, for content and vocabulary. Students were questioned, in each segment, in the language of the lesson. It was expected that students who were more fluent in English would answer the more difficult English questions, whereas those who were less fluent would learn to pronounce the vocabulary words and would ask for and receive definitions and any difficult words in the lesson. The English segment was taught as an E.S.L. lesson.

Table 9 lists student enrollment in content-area subjects in the fall and spring semesters. Classes meet five times a week.

TABLE 9

Instruction in the Content Areas

Fall Course Title	Number of Program Students Enrolled	Language(s) of Instruction
Mathematics[a]	29	100% English
Fundamental Mathematics[a]	10	"
Remedial Mathematics I	5	"
Algebra I, Academic	8	"
Algebra II, Academic	2	"
Math Prep. R.C.T.	1	"
Science[a]	29	"
Biology I, Academic	18	"
Biology II, Academic	4	"
General Science I[a]	6	"
Social Studies	26	"
American History I, Academic	2	"
World History I, General	28	"
American Studies	1	"
Western Civilization[a]	36	85% Spanish/15% English

Spring Course Title	Number of Program Students Enrolled	Language(s) of Instruction
Fundamental Mathematics[a]	1	100% English
Remedial Mathematics I	9	"
Remedial Mathematics II	5	"
Algebra I, Academic	3	"
Algebra II, Academic	12	"
Math Prep. R.C.T.	1	"
Intermediate Algebra I	1	"
Biology I, Academic	3	"
Biology II, Academic	16	95% Spanish/5% English
Biology II, General	1	100% English
General Science I[a]	7	"
General Science II	1	"
Health Education	1	"
American History I, General	1	"
World History I, Academic	1	"
American Studies II	4	"
Global History (I)[a]	32	75% Spanish/25% English

[a]Classes taught with assistance of bilingual paraprofessionals.

EXIT FROM THE PROGRAM

The program has not yet been in operation long enough for students to be mainstreamed completely. They will, however, exit from the program when they score above the twentieth percentile on the LAB and are recommended for mainstreaming by the project director. Since parental consent is required for such an action, parents will be asked to meet with the guidance counselor or grade advisor.

MAINSTREAM CLASSES

In addition to participation in content-area courses, art, music, and physical education classes, program students, at all levels, have been enrolled in additional mainstream classes. The following table lists mainstream classes which participants were enrolled during both terms.

TABLE 10

Student Participation in Additional Mainstream Classes

Course Title	Number of Program Students Enrolled (Fall)	(Spring)
Computer Programming		1
Business Education (includes typing)	57	4
Vocational Education	57	
Music and Language Arts	1	2
Child Care I	1	1
Caribbean Culture		1
English 6		1
" 7		1
" 8		4
English Fundamentals 1		1
Structural Grammar		1
Writing Prep R.C.T.	1	2
Reading Prep R.C.T.		1

V. NON-INSTRUCTIONAL COMPONENT

SUPPORTIVE SERVICES

Services to program students include academic, vocational, career, and personal counseling. The guidance counselor does personal and academic counseling. Career and vocational counseling is provided by the guidance counselor and the grade advisor. Although the grade advisor does not speak Spanish, the school principal expresses confidence that program students can receive proper assistance from this staff person. Career and vocational information for program students is supplemented by the appearance of guest speakers.

Contact with parents is maintained by mail and phone communication. While no program staff member is funded specifically to make home visits, the school attendance teacher has visited families. This contact is particularly important for those students who do not have a home phone.

CURRICULUM DEVELOPMENT

During the 1981-1982 school year, curriculum materials were developed for classroom use in the areas of native language arts and social studies. A complete course of study with exercises was prepared for Spanish language arts. For the Global Studies I course, two to three lessons were prepared in both English and Spanish for each of the following areas: Ancient China; Ancient India; Islam; the Crusades; Feudalism; the Church in the Middle Ages; the Renaissance; and the Mongol Empire (see Appendices for samples of these lessons). In addition, school-wide circulars and important information such as graduation requirements were translated for program students and their parents.

STAFF DEVELOPMENT

No formal in-service training has been initiated specifically for program staff. Staff development activities have therefore been limited to those scheduled school-wide or within each teacher's academic department. The principal has established a series of bi-weekly workshops, known as the Teacher Training Institute, to train teachers in the various aspects of supervision. Additionally, an Individual Improvement Plan operates between teachers and department chairpersons. Under this system teachers select specific aspects of instruction in which they wish to improve. Department chairpersons observe classes and hold individual conferences with each teacher to discuss the performance objectives. These conferences are held approximately three times a semester per teacher but can be scheduled more often depending on the chairperson's availability. Table 11 indicates school activities geared towards staff development in the 1981-1982 year.

Two Title VII staff members are enrolled in university courses to enhance their professional growth: the project director is working toward a Master's of Education degree in educational administration at Teachers College and took a course in institutional supervision; the curriculum specialist is working toward an M.A. degree in bilingual education at New York University and took a course last year in bilingual education and minorities.

TALE 11

Staff Development Activities in School

Description	No. and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Goal
Staff members meet in respective depts.	4-5; P.D., G.A., C.S. Ed. Ass't; Dept. Chmn. when needed	Dept. Chairmen	Twice monthly	Improvement of Instruction; communication of information
Bil. dept. meets informally as needed			Monthly as mandated; more frequently as needed	
Workshops as needed, within depts.		Dept. Chairmen	Short-term workshops weekly	Specific aspects improvement of instruction, e.g. lesson planning
Demonstration lessons and lectures as needed, within depts.		Minimeetings within bilingual dept.	Monthly; as needed	To deal with specific problems, e.g. role of para. in classroom, identification of students, setting priorities.

PARENT AND COMMUNITY INVOLVEMENT

The goal of having the parents of program students actively participate in an advisory committee has not yet been achieved. Although the names for a parent advisory council were solicited, attempts to get such a group to meet were unsuccessful. As a result, parent involvement in program policies and strategies is on an individual basis. It has therefore not seemed feasible to schedule parent workshops, meetings, and social activities. While some parents are apathetic, many are simply overburdened with job and family responsibilities. Overwhelmingly new to the United States, unfamiliar with English, and likely to be intimidated by any large institution, these parents have not yet participated in school-wide parent activities either.

AFFECTIVE DOMAIN

Students' responses to the program can be measured in part by their attendance record. One motivation for initiating the program was the high truancy rate of Hispanic students. According to program staff, attendance among program students has been better than previous attendance by Hispanic students.

Up to the time of the evaluation visit, no major incidents and no suspensions occurred. Occasional disruptions among the Panamanian students when in groups has been dealt with by separating them.

Although Hispanic students are aware of the location of the project, they seldom were observed to visit or make use of the bilingual office, which includes both the French/Creole and Hispanic bilingual personnel. The longevity of the French/Creole program and the consequent extensive use of the office by that staff and population has served to associate

the location with the French/Creole group. Therefore, the Hispanic program students appear to rarely make use of this space.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The followng section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, I, III)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Attendance -- School and program records

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen*. An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skils at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced

*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in fall and spring semesters. Tables 12 and 13 contain grade and level breakdowns for students who were pre- and post-tested with the same test level.

Rates of success of students in mathematics, science, social studies, and native language arts courses taught in the bilingual program are reported by course and by grade. These tables contain the numbers of students reported as taking the relevant courses and the percent passing, for fall and for spring courses separately.

A comparison of the attendance rate of program participants with that of the school as a whole is presented by grade in Table 18. This table contains the average rate for the school and for the various participant groups, the percent difference, value of the z statistic, and its level of statistical significance.

TABLE 12

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Fall)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Months of	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Treatment	Gain	Gain/ Month
9	4	5.7	12.2	6.5	2.2	2	7.5	15.5	8.0	2.5	2	12.0	14.0	2.0	0.6	8	2.9	5.7	1.9
10	1	8.0	11.0	3.0	1.0	2	15.0	19.0	4.0	1.3	8	11.6	13.5	1.8	0.6	11	3.0	2.3	0.7
11	-	-	-	-	-	1	19.0	22.0	3.0	1.0	1	11.0	12.0	1.0	0.3	2	3.0	2.0	0.6
12	-	-	-	-	-	-	-	-	-	-	2	9.5	11.5	2.0	0.6	2	3.2	2.0	0.6
Total	5	6.2	12.0	5.8	2.0	5	12.8	18.2	5.4	1.7	13	11.3	13.1	1.8	0.6	23	3.0	3.4	1.1

Note: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

- In general, the program students failed to meet the criterion of two objectives mastered per month of instruction set as the program objective.
- The criterion was met only by ninth-grade students tested at Levels I and II.
- The failure of students tested at Level III to master at least one objective per month of instruction might be due to their high pre-test scores at this level.

TABLE 13

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Spring)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Months of Treatment	Gain	Gain/ Month
9	5	3.8	12.8	9.0	3.3	1	13.0	22.0	9.0	3.3	3	10.0	12.6	2.6	0.9	9	2.7	6.8	2.5
10	-	-	-	-	-	2	11.5	18.5	7.0	2.5	9	12.3	13.8	1.5	0.5	11	2.7	2.5	0.9
11	-	-	-	-	-	-	-	-	-	-	2	9.5	12.0	2.5	0.8	2	3.4	2.5	0.8
12	-	-	-	-	-	-	-	-	-	-	1	10.0	15.0	5.0	1.6	1	3.0	5.0	1.6
Total	5	3.8	12.8	9.0	3.3	3	12.0	19.6	7.6	2.8	15	11.3	13.4	2.1	0.7	23	2.7	4.3	1.6

Note: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

- Overall, in the spring, students came close to, but did not reach the criterion of two objectives mastered per month of instruction set as the program objective.
- Students tested at Levels I and II reached the program criterion, with 3.3 and 2.8 objectives mastered per month, respectively.
- As in the fall, students tested at Level III failed to met the program objective.

TABLE 14

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Courses (Fall)

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Total N	Total % Passing
Mathematics	11	55.0	13	46.0	4	75.0	28	54.0
Science	10	30.0	13	77.0	5	60.0	28	57.0
Social Studies (Spanish)	11	55.0	13	77.0	6	33.3	30	60.0

- Eleventh-grade students had the highest passing rate (75 percent) of all grades tested in mathematics in the fall.
- Tenth-grade students had the highest passing rate (77 percent) of all grades tested in science and social studies in the fall.
- About 36 percent of the students were reported as taking content-area courses.

TABLE 15

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Courses, Spring

Course	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	13	38.5	13	46.2	5	60.0	-	-	31	45.0
Science	11	27.3	13	61.5	5	40.0	-	-	29	45.0
Social Studies (Spanish)	14	14.3	14	50.0	7	28.6	3	100.0	38	37.0

- Overall performance in content-area courses declined from fall to spring.
- As in the fall, eleventh-grade students had the highest passing rate (60 percent) of all grades tested in mathematics.
- Three twelfth-graders tested in social studies all passed their spring examinations.

TABLE 16

Comparison of Student Achievement in Content-Area Courses: Non-Program and Program Students

Fall Content-Areas	Non-Program N	Non-Program % Passing	Program N	Program % Passing
Mathematics	526	52	28	54
Science	816	70	28	57
Social Studies	252	75	30	60

Spring Content-Areas	Non-Program N	Non-Program % Passing	Program N	Program % Passing
Mathematics	390	50	31	45
Social Studies	202	72	38	37

Note: Comparisons could not be made for science in the spring because data were not comparable.

Program students had slightly higher passing rates than non-program students for mathematics in the fall. Non-program students, however, performed better than program students in science and social studies in the fall and in mathematics and social studies in the spring.

TABLE 17

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Total N	Total % Passing
Native Language Arts (Fall)	11	54.5	8	87.5	5	80.0	24	71.0
Native Language Arts (Spring)	14	50.0	9	66.7	6	66.7	29	58.6

- In the fall, the percent of students passing teacher-made examinations in native language arts ranged from 55 percent in grade 9 to 88 percent in grade 10.
- In the spring, the percent mastering the curriculum was 50 percent in grade 9 and 67 percent in grades 10 and 11.

TABLE 18

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	14	90.1	9.6
10	15	87.5	7.9
11	6	89.5	13.1
12	4	93.8	4.4
Total	39	89.4	4.7

Average School-Wide Attendance Percentage: 74.73

Percentage Difference = 14.67 z = 1.93 p = .0268

- The difference (14.67 percentage points) between the attendance of program students (89.4 percent) and the attendance percentage of the school (74.73 percent) is statistically significant.
- The mean percentage ranged from a low of 87.5 in grade 10 to a high of 93.8 in grade 12.
- The standard deviation ranged from a low of 4.4 in grade 12 to a high of 13.1 in grade 11.

SUMMARY OF FINDINGS

Knowledge of English Syntax

In the fall and spring terms, students tested at Level I of the CREST met the program's objective by mastering an average of two curricular objectives per month of instruction. Students tested at Level II almost achieved the program's objective by mastering an average of 1.7 curricular objectives per month of instruction in the fall and surpassed the stated objective in the spring by mastering 2.8 objectives per month of instruction. Students tested at Level III did not master the program objective in either the fall or the spring term.

Achievement in Mathematics

In the fall, program students achieved an overall passing rate of 54 percent in teacher-made tests of mathematics which was slightly higher than the non-program students who achieved a passing rate of 52 percent. However, in the spring term, program students mastered an overall passing rate of 45 percent on teacher-made mathematics tests while non-program students achieved a passing rate of 50 percent.

Overall, program's objective that program students would have higher passing rates than non-program students was not achieved.

Achievement in Science

Program students tested in science on teacher-made examinations achieved an overall passing rate of 57 percent in the fall. Non-program students, on the other hand, mastered an overall passing rate of 70 percent on these same tests. In the spring, program students tested on teacher-made examinations achieved an overall passing rate of 45 percent. The results between

the program and non-program students were not comparable for the spring term.

Achievement in Social Studies

In both the fall and spring terms, non-program students achieved higher passing rates, overall, than program students. The program students mastered an overall passing rate of 60 percent in the fall compared to a 75 percent passing rate for non-program students. In the spring, program students achieved an overall passing rate of 37 percent while the non-program students mastered 72 percent. Overall, the program's objective that program students would have higher passing rates than non-program students was not achieved. The program coordinator indicated that this was due, in part, to the great heterogeneity of the student body. The course was modified, while attempting to follow the mainstream curriculum, to accommodate the needs of these students who had limited educational experience.

Achevement in Native Language Courses

Program students in the fall achieved an overall passing rate of 71 percent. The tenth graders performed quite well with a passing rate of 87 percent. In the spring, program students attained an overall passing rate of 59 percent.

Attendance

The attendance rate of program students (89 percent) was considerably higher than the 75 percent reported for the school as a whole. The program surpassed its objective in this area.

VII. CONCLUSIONS AND RECOMMENDATIONS

During its first year of operation, the main activities of the bilingual program were related to recruiting appropriate personnel and implementing the program as proposed. Although the project was scheduled to begin in October, formal approval did not arrive until November. Attempts at that time to recruit a Spanish-speaking science instructor were unsuccessful. The program was able, however, to hire a curriculum specialist/Spanish teacher and two educational assistants. With the exception of these positions, all personnel working with the target population came from within the existing organizational structure.

The program is fortunate in being able to draw on two strengths found at the school. The first is the history and success of the previous bilingual program for Haitian students which has become an integral part of the school. The successful experiences of the former program can be transferred to the current Spanish-speaking population. The second strength is the dedication and effort put forth by the project director in attempting to build a strong, successful bilingual program with limited resources.

The following recommendations are made for possible program improvement:

1. A concentrated and rigorous recruiting effort should be made to expedite the hiring of Spanish-speaking personnel certified in the appropriate fields to serve the program students.

2. A more cohesive philosophy of bilingual education should be formulated and a clearer language-use policy should be established. School faculty, program staff, and students should clearly be informed of

this philosophy and policy so that the goals, approaches, and functions of the program will be better understood.

3. Measures other than the LAB should be considered when accounting either for program entry or exit. It is recommended that, in addition to using other tests such as the CREST, a student's complete academic record be scrutinized. The guidance counselor and grade advisor, as well as parents, could play a greater role in entry/exit decisions.

4. Attempts for effective inclusion of the educational assistant as an instructional aide should be made. This might entail, among other things, clearly defining the roles of teacher and assistant as well as advance preparation and lesson planning.

5. Activities to engender parental and community involvement should be planned, including the formation of an active parent advisory committee. Parents whose names were initially solicited should be re-contacted. Parental and community participation could also be improved with the dissemination of a newsletter and contacts with neighborhood civic and social organizations.

6. The strategies and methods for the instructional and supportive services components of the successful Haitian bilingual program should be studied and, if feasible, incorporated in the current project.

7. Attempts to create positive feelings towards the bilingual program should be made. Even though the Spanish program operates from the same office as the Haitian bilingual program, students from the target population should be encouraged to view the locale as also belonging to them. They should be encouraged to visit the office and in some cases assist the project director. The formation of a Spanish bilingual club

might serve to create greater unity within the group and gain visibility for the project.

8. The project director should be allowed the time necessary for accomplishing the many tasks involved in implementing a new project. She should also be involved in the decision-making process to a greater extent.

9. The project should also attempt to collect and submit data on student achievement for as many program participants as possible so that student performance may be documented more completely.

10. It is recommended that the program examine the patterns of program student performance compared with that of the mainstream to determine the probable causes of the different performance levels observed. This should include the possible impact of bilingual/non-bilingual instruction on student performance.

VIII. APPENDICES

George W. Wingate High School
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La Sabiduría de Confucio

Hace siglos, el pueblo chino llegó a un acuerdo común sobre la naturaleza del bien y del mal, el buen y mal comportamiento, y acerca de las reglas que deben gobernar las relaciones personales. El hombre que les dio forma a estos preceptos fue Confucio, que vivió casi un siglo antes de losw días de grandeza de Atenas.

Ante todo, a Confucio le importaba el buen gobierno. Con él, creía que la sociedad sería estable, el estado seguro y el pueblo feliz. La idea de Confucio acerca del buen gobierno era bastante sencillo: que un buen soberano dé un ejemplo para que los súbditos lo imiten. Así ganará su respeto y lo obedecerán; su relación es el equivalente a la que rige al padre e hijo.

Los Analectas de Confucio

Libro II

1. El Maestro dijo, Quien gobierna por la fuerza moral ... es como la estrella polar, que se queda en su lugar mientras todas las estrellas inferiores le rinden homenaje.

3. El Maestro dijo, Gobierne al pueblo por medio de reglamentos, mantenga el orden entre ellos por medio de castigos y huirán de Usted y perderán todo respeto de sí mismos. Gobiérnelos por la fuerza moral, mantenga el orden entre ellos por el ritual y guardarán el respeto de si mismos y acudirán a Usted por su propia voluntad.

7. El Maestro dijo, "Los hijos filiales" de hoy día son gente que cuidan de que sus padres tengan bastante de comer. Pero aún a los perros y a los caballos se les cuida hasta ese punto. Si no existe un sentido de respeto, ¿cuál es la diferencia?

20. Chi K'ang-tzu preguntó si había alguna forma de estímulo para que pudiera persuadir a la gente común a ser respetuosa y leal. El Maestro dijo, Trátelos con dignidad, y lo respetarán. Muestre devoción hacia sus padres y bondad hacia sus hijos, y le serán leales. Adelante a los que lo merecen, dé entrenamiento a los incompetentes; ésa es la mejor manera de animarlos.

24. El Maestro dijo, Tal como es insolencia hacer sacrificios en honor de otros antepasados fuera de los suyos, igualmente es obardía conocer el bien y no hacerlo.

Libro XII

19. (Acerca del gobierno) Usted está allí para gobernar, no para matar. Si Usted desea lo bueno, la gente será buena en seguida. Le esencia del caballero es la del viento; la esencia de la gente menuda es la de la hierba. Y cuando el viento pasa sobre la hierba, ésta no puede menos que doblegarse.

20. (Acerca del buen soberano) El Maestro dijo, El ama a los hombres.
(Acerca del soberano sabio) El Maestro dijo, El conoce a los hombres.... El Maestro dijo, Al alzar a los rectos y al ponerlos sobre los deshonestos se puede hacer de éstos honrados.

Actividades

Contestar usando oraciones completas.

1. Según Confucio, ¿cómo deben gobernar los hombres buenos? ¿Qué pasajes en la lectura apoyan su respuesta? ¿Cree Usted que los hombres que seguían los consejos de Confucio gobernarían con éxito? ¿Por qué (no)?

2. Según, Confucio, ¿débe un buen soberano emplear la fuerza para obligar a los hombres a obedecer sus mandatos? ¿Qué razonamiento da Confucion para apoyar su posición? ¿Está Usted de acuerdo? ¿Por qué (no)?

3. ¿Cree Usted que los buenos soberanos han podido crear buenos súbditos (o ciudadanos) por su propio ejemplo? Explicar su opinión y dar ejemplos si posible. Han obedecido las reglas de justa conducta los soberanos de más éxito en la historia? Dar ejemplos para apoyar su razonamiento.

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The Wisdom of Confucius

Centuries ago, the Chinese people reached general agreement about the nature of good and evil, about proper and improper behavior, and about what rules should govern personal relationships. The man who gave these principles their form was Confucius, who lived almost a century before the greatest days of Athens.

More than anything else, Confucius was concerned with good government. With it, he believed, society would be stable, the state safe and secure and the people happy. The Confucian idea of good government was remarkably simple: let a good ruler set an example for his subjects to follow. He will thus earn their respect and they will obey him; the relationship is the political equivalent of that between father and son.

The Analects of Confucius

Book II

1. The Master said, He who rules by moral force ... is like the pole-star, which remains in its place while all the lesser stars do homage to it.

3. The Master said, Govern the people by regulations, keep order among them by chastisements, and they will flee from you, and lose all self-respect. Govern them by moral force, keep order among them by ritual and they will keep their self-respect and come to you of their own accord.

7. The Master said, "Filial sons" nowadays are people who see to it that their parents get enough to eat. But even dogs and horses are cared for to that extent. If there is no feeling of respect, wherein lies the difference?

20. Chi K'ang-tzu asked whether there were any form of encouragement by which he could induce the common people to be respectful and loyal. The Master said, Approach them with dignity, and they will respect you. Show piety towards your parents and kindness towards your children, and they will be loyal to you. Promote those who are worthy, train those who are incompetent; that is the best form of encouragement.

24. The Master said, Just as to sacrifice to ancestors other than one's own is presumption, so to see what is right and not do it it cowardice.

Book XII

19. (About government)... You are there to rule, not to

sway. If you desire what is good, the people will at once be good. The essence of the gentleman is that of wind: the essence of small people is that of grass. And when a wind passes over the grass, it cannot choose but bend.

22. (About the good ruler) The Master said, He loves men.
(About the wise ruler) The Master said, He knows men....
By raising the straight and putting them on top of the crooked, he can make the crooked straight.

Activities

Answer the following questions in complete sentences.

1. a. According to Confucius, how should good men govern?
b. Do you think that people who followed the advice of Confucius would be successful rulers? Why (not)?

2. According to Confucius,,should a good ruler use force to make men obey his commands? What arguments does he give to support his position? Do you agree? Why (not)?

3. Do you think that good rulers have been able to make good citizens by example? (Give your reasons)

Have the most successful rulers been bound by the rules of fair conduct that govern others? (Give examples)

George W. Wingate High School — Social Studies Department
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HG1S HG2S Uniform Examination II — G. Lemme

I. Comprensión de lectura. Leer el pasaje siguiente. Luego leer cada declaración. Indicar si cada declaración es cierta o falsa, según la lectura y según su conocimiento de los estudios sociales, escribiendo CIERTO o FALSO en su hoja. (20)

Además de desarrollar las religiones del hinduismo y del budismo, los habitantes de la India antigua hicieron por lo menos tres contribuciones importantes a las civilizaciones posteriores (siguientes): avanzaron el conocimiento de las matemáticas; produjeron una literatura en sánscrito, su idioma; y nos dieron muchas leyendas, fábulas y cuentos.

Muchos de nuestros conocimientos sobre decimales, signos de la resta (-), y sobre los números, llamados "arábigos" (1,2,3, 4,5,6,7,8,9) provienen de la India. Igual cosa ocurre con nuestro sistema de valorar un número según el lugar en donde se le coloque, o sea que decimos que 1865 es un mil ochocientos sesenta y cinco por el sitio que ocupa cada número en el conjunto (grupo).

El cero desempeña un papel vital en el sistema que acabamos de describir. Algunos sostienen (dicen) que el cero tuvo su origen en Babilonia, mientras que otros creen que los hindúes fueron los primeros en usarlo. Sin embargo, se sabe que el cero apareció durante la primitiva civilización de la India.

Se cree que los árabes tomaron la idea del cero de la India y la llevaron a Europa en el siglo VIII a.C. El empleo del cero tuvo inmensa importancia en las futuras civilizaciones. El hombre pudo entonces escribir una cifra (número) complicada, tal como diez mil ciento seis, con sólo cinco números: 10.106. Sin el cero, serían necesarios muchos signos adicionales para escribir guarismos (cifras) grandes.

1. --Es cierto que los babilónicos fueron los primeros en usar el cero.
2. --Los indios tomaron la idea del cero de los árabes.
3. --La idea principal de la lectura es la importancia del hinduismo.
4. --Los años entre 701 y 800 caen en el siglo VIII.
5. -- El uso del cero por los árabes es un ejemplo de difusión cultural.
6. -- El sistema de valorar un número según su sitio significa que el valor de un número depende de su posición en una cifra.
7. --No se sabe con certeza dónde originó el uso del cero.
8. --Además de sus contribuciones en matemáticas, los indios nos han influido a través de su literatura y de su lenguaje.
9. -- El cero fue llevado a Europa directamente por los indios.
10. -- El autor opina que la contribución de los indios ha hecho más complicadas las matematicas.

II. Ensayo. Escoger <u>uno</u> de los temas siguientes y escribir un ensayo bien organizado. Usted recibirá 10 puntos por su guion hecho en preparación y 20 puntos por el ensayo mismo. (30).

1. ¿Cómo se gobernaba al pueblo durante la Edad Media?

2. Comparar el hinduismo y el budismo en sus orígenes y creencias.

3. Comparar el cristianismo con una religión oriental (de India o de China) en sus orígenes y creencias.

4. Describa y explique la filosofía de Confucio.

George W. Wingate High School — Social Studies Department
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HG18 H02S Uniform Examination II — G. Lemme

I. Reading comprehension. Read the following passage carefully. Then read each statement below. Indicate whether each statement is true or false, according to the passage and according to your knowledge of Social Studies, by writing TRUE or FALSE on your answer paper. (20)

In addition to developing the religions of Hinduism and Buddhism, the people of ancient India made at least three important contributions to future civilizations: they advanced the knowledge of mathematics; they produced a literature in Sanskrit; and they gave us many legends, fables and tales (stories).

Many of our ideas of decimals, minus signs and so-called "Arabic" numerals (1,2,3,4,5,6,7,8,9) can be traced back to India. This is also true of our place-value system of numbers. We say 1865 is one thousand, eight hundred and sixty-five because of the place of each number in the figure.

The zero plays a vital part in the place-value system. Some people believe that the zero was of Babylonian origin, while others think that the Hindus were the first to use it. One point is certain: the zero appeared in early Indian civilization.

It is believed that the Arabs took the idea of the zero from the Indians and carried it to Europe in the eighth century A.D. The spread of the use of the zero was of great importance to future civilizations. Man could write a complicated number such as ten thousand, one hundred and six with only five digits -- 10,106. Without the zero, we would need many additional symbols to be able to write large numbers.

1. __ It is certain that the Babylonians first used the zero.
2. __ The Indians took the idea of zero from the Arabs.
3. __ The main idea of the passage is the importance of Hinduism.
4. __ The years 701 to 800 are in the eighth century.
5. __ The use of the zero by the Arabs is an example of cultural diffusion.
6. __ Place-value means that a number's value changes with its position.
7. __ It is not known exactly where the use of zero originated (was started).
8. __ In addition to contributions in mathematics, the Indians influenced us through their literature and language.
9. __ The zero was brought into Europe by the Indians directly.
10. __ The author feels that mathematics is more complicated because of the contribution of the Indians.

II. Essay. Choose <u>one</u> of the topics below and write a well-organized essay. You will receive 10 points for your outline and 20 points for the essay itself. (30)

1. How were people governed during the Middle Ages?

2. How was the Church organized during the Middle Ages, and what were its roles (functions)?

3. Feudalism in Western Europe was unique (special) because it combined the system of vassalage with fiefdom. Describe feudalism in Western Europe.

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HERENCIA DE LAS CRUZADAS

Los cruzados que hicieron el largo viaje desde Francia, Inglaterra, Alemania e Italia hasta el Medio Oriente, no sabían casi nada acerca de la clase de gente que encontrarían allí. Lo único que sabían era que iban a tratar de quitarles la Tierra Santa a los miembros de una civilización de "no creyentes", cuyo Dios y Profeta eran distintos a los suyos. Los cruzados se sorprendieron al encontrar una cultura tan bien desarrollada que no solamente era más vieja que la europea, sino también era superior en muchas cosas. Los doctores que acompañaron las Cruzadas descubrieron que la medicina mahometana era más avanzada que la suya.

Uno de los resultados positivos de las Cruzadas fue el conocimiento geográfico extenso que obtuvo el Oeste. Se levantó para siempre el velo sobre "el misterioso Este" porque llegaron muchos invadores de toda Europa.

El comercio mejoró por los 200 años de frecuentes idas y venidas entre el Este y el Oeste. Los mercaderes que estudiaban los itinerarios de los cruzados descubrieron las rutas más directas entre los puertos Mediterráneos del Este y el centro de Europa. Venecia era un puerto de entrada muy activo para los productos importados desde el Medio Este e India. Los productos viajaban desde allí por una ruta bien definida: por el Paso Brenner, por el Río Rin a Bruselas y después al norte hasta el Mar Báltico. Muchos de los pueblos que están localizados por esta ruta deben sus existencias a la demanda por productos exóticos del Este.

Como resultado del largo contacto con el Este, los europeos adquirieron nuevos gustos en sus vidas diarias, los cuales perduraron por todos los siglos. Llevaron a Europa ciertas costumbres sobre las maneras de comer, de vestir y de arreglar las casas adquiridas cuando estaban en el Este. Antes endulzaban sus comidas con la miel, después usaban el azúcar (del árabe: sukkar) que venía de la caña de origen sirio. Los cocineros europeos deberían de haberse pasado muchas horas planeando las distintas comidas introducidas recientemente: el limón, el arroz, la escalonia (tipo de cebolla), los melones, y los albaricoques (llamados "ciruelas de Damasco"). De repente, los menús medievales tuvieron una viveza nueva por los nuevos productos tropicales de la Arabia y de India.

Las mujeres europeas empezaron a usar vestidos hechos de damasco (nombrado por la ciudad de Damasco), de muselina, de seda, y de pieles finas. Los cruzados trajeron perfumes, alfombras, tapicerías, al igual que barnices, tintes, índigo (tinte azul) y espejos hechos de vidrio (mejor que los metales pulidos que se usaban antes). También llegaron a Europa como resultado de las Cruzadas, colores nuevos, como la lila.

El flujo de productos nuevos mejoró la transportación y los métodos de la administración del comercio. Los mercaderes italianos pusieron barcos más grandes y ligeros en su servicio Mediterráneo. Los templarios* introdujeron el primer sistema internacional bancario. Desde entonces, los viajeros hacia la Tierra Santa podían depositar sus dineros en París y sacarlos cuando llegaran a Acre o a Constantinopla.

* Caballeros del Temple.

Translation from Global Studies project of the N.Y.C. Board of Education, Legacy of the Crusades

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Lección: ¿Cómo sobrevive un pueblo en tiempos de crisis?
El feudalismo como ejemplo.

Por la misma época en que el antiguo Imperio Romano, resucitado por Carlomagno, fue dividida entre sus nietos (843), comenzó una serie de invasiones contra el occidente europeo:
Los normandos o vikingos, de Escandinavia, atacaron las costas de Francia e Inglaterra.
Los sarracenos, piratas musulmanes, asolaron el sur de Italia y las islas del Mediterráneo oriental.
Los magiares, antepasados de los húngaros, invadieron a Italia, a las tierras alemanas y al sur de Francia.

Un resultado de aquellas invasiones fue que los campesinos buscaron protección para su vida en los nobles propietarios de castillos fortificados, con fuerzas militares a su servicio. A la vez, los distintos reyes, que no podían dar protección a todos sus súbditos, delegaron sus poderes en los duques, condes y otros gobernadores de provincias. Se consolidó de esta manera el sistema feudal o feudalismo.

El sistema feudal tuvo las características siguientes:
1. Desapareció el poder central de los reyes. Cada Estado se dividió en miles de pequeños territorios, donde gobernaban los jefes militares del lugar. La autoridad y las tierras recibidas por los jefes militares se denominaban feudo.
2. En lugar de estar sujetos a la autoridad central y a sus leyes, cada persona quedaba subordinada a otro más poderoso, su jefe o señor.
3. Valía más un feudo que una propiedad indefensa, así que la propiedad de la tierra perdió valor.
4. La economía fue exclusivamente agraria y de subsistencia, es decir, para alimentar únicamente a los habitantes de cada localidad.
5. La mano de obra fue el campesino, o siervo, sujeto a su amo y a la tierra por lazos de servidumbre.

La tierra era la base del régimen feudal. El que recibía el uso de la tierra, el vasallo, recibía la protección del señor que le daba el feudo. Vasallo quería decir hombre libre y guerrero, pero subordinado a un señor. Los primeros vasallos eran los duques y condes que recibieron sus feudos del rey. Sin embargo, como cada vasallo, a su vez, daba feudos a otros, tenía sus propios vasallos. Resultó una jerarquía feudal en la que cada hombre libre y guerrero era vasallo de un poderoso, y a la vez señor de otro de menor categoría.
El vasallo se obligaba a obedecer y servir a su señor con las armas. Este se comprometía a proteger a su vasallo y a sostenerlo económicamente. Dichas obligaciones eran personales. Así, por ejemplo, los vasallos de los duques no se obligaban con el rey, sino únicamente con el duque que fuese su señor.
Como cada duque necesitaba soldados, también tuvo que ceder parte de sus tierras entre sus más valiosos guerreros. Así, cada feudo se parceló en otros muchos hasta que el mapa de cada país quedó dividido en miles de pequeños estados feudales.

Bajo el feudalismo, la organización política perjudicaba la unidad de cada país, y la autoridad del rey. En efecto, los grandes señores tenían en sus tierras el derecho de administrar justicia, de ejecutar penas, de acuñar monedas, de cobrar impuestos, de declarar la guerra a otros señores y de movilizar tropas como si fueran verdaderos monarcas.
Regían distintas leyes, perjudicando así la unidad nacional. Había un estado de guerra casi permanente dentro de cada región. Sufría también la autoridad real, porque el señor, arrogante, se hallaba en una relación de casi absoluta independencia con respeto al rey.

La organización social estaba basada en el principio de la desigualdad entre los seres humanos. Había una clase superior, la de los nobles, y dos clases inferiores: la de los villanos y la de los siervos. Además, los clérigos, monjes o sacerdotes, gozaban de consideraciones especiales.

Los nobles gozaban del fuero, o privilegio que no ser juzgados en caso de delito, sino por tribunales propios. Además, gozaban de otros privilegios según su rango.

Los villanos se llamaban así porque habitaban las villas o pequeñas aldeas que se habían formado alrededor de los castillos. Se dedicaban a labrar la tierra, o a los trabajos manuales, bajo el amparo del señor feudal.

Los siervos de la gleba, o del terruño, eran utilizados para las faenas rurales. Por lo general, se les consideraba como parte de la propiedad feudal. No había contrato que los amparara. La autoridad del señor sobre ellos no tenía límites. En caso de venta, por ejemplo, los siervos seguían la suerte de la propiedad, como si se tratara de un árbol, o de una oveja.

El feudalismo es importante históricamente porque creó unos ideales nuevos tales como la fidelidad y la lealtad para con el jefe, el señor, en cumplimiento del juramento hecho; ideales de heroísmo (luchar por la fe cristiana); sentido del honor, en el que la palabra y el juramento de un noble valían más que cualquier documento escrito; galanteo, o trato delicado y admiración hacia la mujer. Finalmente, el feudalismo creó un nuevo tipo de jerarquía social en que el poder económico y político estuvo asociado a la profesión militar y a la posesión de la tierra. Durante muchos siglos predominó esta organización social.

Actividades

I. Explicar el significado de cada expresión siguiente en una oración completa.
vasallo señor feudo villano siervo
economía agraria economía de subsistencia

II. Escribir los ejercicios siguientes usando oraciones completas.

1. ¿Cuáles fueron los tres pueblos que invadieron a la Europa occidental?
2. Bajo el feudalismo, ¿cómo ejercían los reyes sus poderes?
3. A cambio de recibir terrenos y poder, ¿qué obligación tenía un vasallo a su señor? ¿Y el señor hacia el vasallo?
4. ¿Por qué perdieron los reyes gran parte de su poder bajo este sistema?
5. ¿Cuáles fueron los resultados del feudalismo, con respecto a un sentido de unidad nacional?
6. ¿Por qué pedían los campesinos la protección de los nobles?
7. ¿Cuáles eran los derechos de los grandes señores?
8. Uno de los ideales bajo una república es la igualdad de los hombres. ¿Cuál era el principio que hacía posible el feudalismo?
9. ¿Cuáles han sido las contribuciones del feudalismo a la civilización occidental?
10. En su opinión, ¿cuáles eran las desventajas del sistema feudal?

III. En un párrafo, explicar la esencia del feudalismo.

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Cómo la iglesia influía en la vida durante la Edad Media

Por el año 800 A.D., la Cristiandad se había extendido por toda la Europa Occidental. En el extremo sureste de Europa, donde el Imperio Bizantino continuaba hasta 1453, el Emperador podía dominar a la iglesia cristiana. Pero al oeste, donde la unidad del Imperio Romano cedió al Feudalismo, la iglesia católica romana se volvió la "Madre Iglesia Universal" bajo la primacía del arzobispo de Roma, el Papa. La dominación de la iglesia sobre la autoridad temporal del Emperador era simbolizada por la coronación de Carlomagno como Emperador Sagrado Romano por el Papa Leo.

La iglesia era Universal por el hecho de ser todos cristianos. Los herejes eran rechazados y apenas podían evitar persecución. Los incrédulos, como los judíos, eran apenas tolerados, o peor, torturados o ejecutados. El cristiano ordinario pensaba que la iglesia era una madre benigna que, en efecto, proveía las necesidades reales e imaginarias de la gente. La iglesia dominaba y controlaba todos los aspectos de la vida; políticos, económicos, sociales y espirituales. La iglesia poseía armas poderosas con las cuales podía imponer su voluntad sobre todos; sobre el Emperador, sobre la nobleza, sobre el hombre libre y sobre el siervo.

Poder Político de la Iglesia

En el apogeo de su poder, la iglesia reclamó el derecho de investir o canonar a los reyes como gobernantes temporales. Esta investidura era muy importante para el gobernante. Simbolizaba un poder de gobernar decretado por Dios. Los súbditos tenían que obedecer la voluntad de Dios. Pero esto también le otorgaba a la iglesia mucho poder sobre los reyes y los señores feudales.

El Papa gobernaba los estados papales como gobernante temporal al igual que gobernante religioso. También muchos obispos y abades gobernaban feudos como señores feudales. Si el gobernante era áspero, al siervo le importaba poco si era gobernado por un barón o un arzobispo.

La iglesia pudo establecer ciertas reglas relacionadas a la guerra entre nobles que se peleaban entre sí para controlar la tierra. Los nobles eran frecuentemente forzados a hacer las paces y permitir que la iglesia solucionara las disputas por la Paz de Dios. Por la Tregua de Dios, la iglesia podía prohibir guerras desde el miércoles por la noche hasta el lunes por la mañana o podía prohibir guerras durante los tiempos consagrados.

Durante los tiempos de guerra entre reyes y nobles por el control político, el Papa podía ser un gobernante más poderoso que un emperador o un rey. Los clérigos demandaban los beneficios de la clerecía, el derecho de un juicio por una corte de la iglesia bajo derecho canónigo, la ley de la iglesia. Esto imponía un límite al poder de los gobernantes sobre la clerecía. El poder de la iglesia era mayor al de los reyes y al de los nobles.

Poder Económico de la Iglesia

Los clérigos controlaban vastas tierras. Esto les otorgaba un gran poder político porque era una época en que la tierra era la fuente principal de la riqueza. La iglesia podía imponer impuestos, diezmo, sobre los hacendados. Los monjes experimentaban en la agricultura, con la cultivación de viñas y con la crianza de ganado. La iglesia regulaba el comercio al demandar que las mercancías se vendieran a un precio justo. La iglesia condenó la usurería, el prestar dinero a rédito. La iglesia establecía las normas y prácticas comerciales.

Influencia Social de la Iglesia

La iglesia cuidaba de los enfermos, los pobres, los viudos y los huérfanos. Los Dominicanos, una orden de monjes, establecían las escuelas. La iglesia santificaba el matrimonio, bendecía el matrimonio y podía otorgar anulos. La clerecía demandaba un gran respeto. Pocos, a excepción de la clerecía, podían leer o escribir. Estos eran los maestros, los escritores y los consejeros de los reyes. Eran los abogados. Escribían y regularizaban los testamentos. Eran los doctores, los eruditos y los científicos.

Influencia Espiritual de la Iglesia

La gente buscaba, en la clerecía, apoyo espiritual desde la cuna hasta la tumba. La iglesia controlaba "las llaves del reinado del cielo". Los curas conferían los sacramentos: el bautismo, la confirmación, la penitencia, la comunión, las órdenes sagradas, el matrimonio y la extrema unción (último rito). Estos servicios eran de suma importancia para la gente que quería ir al cielo. Este control sobre los sacramentos, le otorgaba a la iglesia el poder de controlarle la mente a la gente.

Poder Coercitivo de la Iglesia

La iglesia podía ser una madre bondadosa. Pero también podía ser una madre coercitiva. Gobernaba a la fuerza. Los desobedientes podían ser excomunicados, hechados de la comunidad cristiana. A los cristianos les era prohibido asociarse con los excomunicados. Esto era como una sentencia a muerte. Cuando el Sagrado Emperador Romano, Henry IV, fue excomunicado por el Papa Gregory VII, tuvo que arrastrarse al Papa, en la ciudad de Canossa, y pedirle perdón. Podían poner a una comunidad entera bajo un interdicto, una forma de excomunicación en masa. En el siglo XIII, la corte de la Inquisición fue establecida para juzgar a los herejes, los que no creían en Dios. Al ser convicto, el hereje podía ser remitido a una autoridad civil para ser quemado en una hoguera por traicionar a Dios. La iglesia hizo mucho por la Europa medieval. Pero lo hizo por un precio. Quería la obediencia completa.

En su opinión, este poder absoluto, era bueno o malo para la iglesia y para la comunidad cristiana?

I. Ejercicio de lectura

Primer párrafo - Durante este periodo aún el Emperador era sujeto a la autoridad de _____

Segundo párrafo - La iglesia medieval gobernaba a todos. Por eso se le llamaba _____.

Poder político. El Papa era un gobernante _____ y _____.

Poder económico. Los impuestos pagados a la iglesia se llaman _____. La iglesia condenó _____ y demandaba que las cosas se vendieran a _____.

Influencia social. La iglesia cuidaba de _____, _____, _____ y _____. Durante el período medieval, casi todas las personas educadas eran _____.

Influencia espiritual. Era por medio de _____ que un cristiano podía ir al cielo. Solamente la iglesia los podía conferir así es que se dice que la iglesia poseía _____

Poder coercitivo. La iglesia podía _____ al individuo que desobedecía sus mandatos y si una comunidad entera desobedecía, los podía poner bajo un _____.

II. Escribir un guion de la lectura.

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HWC I — prepared by K. Sukenik

HOW THE CHURCH INFLUENCED LIFE DURING THE MIDDLE AGES

By the year 800 A.D. Christianity had spread throughout Western Europe. In the southeastern tip of Europe where the Byzantine Empire continued until 1453, the Emperor was able to dominate the Christian Church. But in the West, where the unity of the Roman Empire gave way to feudalism, the Roman Catholic Church became the "Universal Mother Church" under the primacy of the Bishop of Rome, the Pope. The domination of the Church over the temporal authority of the Emperor was symbolized by Pope Leo's act of crowning Charlemagne as the Holy Roman Emperor.

The Church was "universal" in that all were Christians. Heretics were outcasts and could barely survive persecution. Misbelievers, such as the Jews, were at best tolerated and at worst tortured and put to death. The ordinary Christian looked upon the Church as a benign (kind) mother in that the Church provided for the real and imagined needs of people. The Church dominated and controlled all aspects of life: political, economic, social and spiritual. It possessed very powerful weapons with which it could impose its will upon all; upon Emperor, upon noble, upon freeman and serf.

A. Political power of the Church. At the height of its power the Church claimed the right to invest or crown kings and temporal rulers. This investiture was very important to a ruler. It symbolized a God given right to rule. Subjects would have to obey the Will of God. But this also gave the Church great power over kings and feudal lords.

The Pope ruled the Papal States as a temporal ruler as well as as a religious ruler. In addition, many bishops and abbots ruled fiefdoms as feudal lords. If the ruler was harsh, it mattered little to the serf whether he was ruled by a baron or a bishop.

The Church was able to establish some rules of warfare among nobles who fought each other for control of land. By the Peace of God, nobles were often forced to make peace and allow the Church to settle disputes. By the Truce of God the Church could forbid fighting during holy seasons.

During a period when kings and nobles fought each other for political power the Pope could be a more powerful ruler than the Emperor or king. Churchmen demanded the "Benefit of Clergy," the right to trial by a Church court under cannon law, Church law. This was a limit on the power of rulers over clergy. The power of the Church was above that of the kings and nobles.

B. Economic power of the Church. Churchmen controlled vast lands. At a time when land was the main source of wealth this gave them great economic power. The Church could levy taxes, tithes, on landowners. Monks experimented with agriculture, with the cultivation of vineyards and with cattle breeding. The Church regulated trade by demanding that goods be sold at a "just price", a fair price. The Church banned usury, lending money at interest. The Church set economic standards and practices.

C. Social influence of the Church. The Church cared for the sick, the poor, widows and orphans. The Dominicans, an order of Monks, established schools. The Church sanctified marriage, made marriage holy, and could grant annulments. The clergy commanded great respect. Few except for the clergy could read or write. They were the teachers, the writers, the advisers to kings. They were the lawyers. They wrote and regulated wills. They were the doctors, scholars and scientists.

D. Spiritual influence of the Church. From the cradle to the grave people looked to the clergy for spiritual comfort. The Church controlled the "Keys to the Kingdom of Heaven". The priests conferred the sacraments: Baptism, Confirmation, Penance, Communion,

Holy Orders, Holy Matrimony and Extreme Unction (Last Rites). This was a very important service to people who wanted to go to heaven. This control over sacraments gave the Church power over the minds of the people.

E. Coercive power of the Church. The Church could be a kind parent. But it could also be a coercive one. It ruled by force. The disobedient could be excommunicated, cast out of the Christian community. Christians were forbidden to have anything to do with them. This was like a sentence of death. When the Holy Roman Emperor Henry IV was excommunicated by Pope Gregory VII, he had to crawl to the Pope in the city of Canossa and beg forgiveness. A whole community could be placed under an interdict, a form of mass excommunication. In the 13th century the Court of the Inquisition was established to try heretics, those who turned away from Christian beliefs. On conviction, the heretic could be turned over to the civil authority to be burned at the stake for treason to God. The Church did many things for Medieval Europe. But it did them at a price. It wanted complete obedience. In your opinion, was this absolute power good or bad for the Church and the Christian community?

I. Reading exercise.

Paragraph I. During this period even the Emperor was subject to the authority of the _____.

Paragraph II. The Medieval Church ruled over all. That is why it is called the _____ Church.

Political power. The Pope was both a _____ and a _____ ruler.

Economic power. The tax paid to the Church is called a _____. The Church banned _____ and demanded that things be sold at a _____.

Social influence. The Church cared for _____, _____, _____, _____. Most educated people during the Middle Ages were _____.

Spiritual influence. It is through the _____ _____ that a Christian could go to heaven. Only the Church could give them, and therefore, it is said that the Church possessed the _____ _____.

Coercive power. The great threat which the Church could hold over the individual was the power of _____. The weapon against a group of people or a town was the _____.

II. Write an outline of the reading passage. Use standard outline form.

Lección: ¿Cómo se formaron las naciones europeas?
El ejemplo de Inglaterra

Uno de los hechos más importantes de fines del Medioevo fue que Francia, Inglaterra, España y Portugal se convirtieron en naciones unificadas bajo sus respectivas monarquías.

La unidad nacional fue propiciada en cada país por sus propios reyes, con la ayuda de los burgueses, habitantes de las ciudades que habían empezado a tener importancia. Este proceso tuvo lugar entre los siglos XII y XV. Se debió a diversas causas:

1) Los cambios sociales y económicos de los siglos XII y XIII debilitaron el feudalismo. Los reyes se aprovecharon para recuperar el poder y las tierras que habían cedido a los grandes señores. Los burgueses pagaban impuestos. A cambio de esta ayuda, los reyes los apoyaron contra los señores feudales, creando leyes favorables al desarrollo de la nueva actividad mercantil.

2) La reaparición del estudio del antiguo derecho romano, según el cual el emperador era la máxima autoridad. A él le correspondía dictar las leyes.

3) El desarrollo y consolidación de las lenguas nacionales.

4) El cambio de mentalidad política. Desde el siglo XIII, los hombres se sintieron franceses, italianos o alemanes, y no vasallos de su señor. Sentían que su nación debía estar regida por el rey, no por el papa. Desde entonces cada monarca fue el símbolo de la unidad nacional.

5) Las asambleas representativas. En cada país se crearon asambleas de representantes de los tres grandes sectores de la sociedad: el clero, la aristocracia feudal y las ciudades.

El proceso de unificación nacional se inició primero en Francia e Inglaterra. Francia logró su unidad bajo la autoridad de sus monarcas; Inglaterra realizó su unidad por medio del Parlamento.

El caso de Inglaterra

Los normandos dirigidos por Guillermo el Conquistador desembarcaron en Inglaterra (1066) y se apoderaron del estado allí creado. Con los normandos se estableció en el suelo inglés el feudalismo.

Uno de los reyes ingleses agregó a los feudos de su familia el ducado de Aquitania en Francia. Uno de sus sucesores perdió sus posesiones francesas y luego se proclamó vasallo del papa para protegerse. Este hecho indignó a la nobleza, al clero y a los burgueses, que lo obligaron a firmar la Carta Magna en 1215.

La Carta Magna se considera la primera Constitución de Inglaterra y del mundo occidental. Por ella se prohibió al monarca hacer la guerra, fijar impuestos y tomar otras decisiones sin el consentimiento del Gran Consejo del Reino. Este Consejo se convirtió más tarde en Parlamento (1265).

Además, se disponía en la Carta Magna que ningún hombre libre podía ser puesto en prisión, desterrado o muerto sin haber sido sometido a un juicio legal de sus pares o iguales y con arreglo a la ley del país.

La Carta Magna concedía a los ingleses garantías de carácter político y de orden individual.

Lección: ¿Qué les dio su carácter especial a los griegos?

Grecia es un país de la Europa oriental, bañado en parte por el mar Mediterráneo y separado del Asia Menor por el mar Egeo y, del sur de Italia por el mar Jónico.

El territorio griego es muy montañoso y ofrece una gran cantidad de costas. Las montañas, que cubren aproximadamente el ochenta por ciento del territorio, dejan entre sí pequeños valles y llanuras. El efecto en el carácter de los griegos es de darle valor a su suelo y tener el gusto por la vida independiente.

No había, propiamente dicho, unidad política en la antigüedad, sino un conjunto de ciudades-estados, llamadas polis. Sin embargo, los griegos, o helenos, se consideraban un pueblo. Compartieron el mismo origen, el mismo idioma y las mismas creencias. Adoraban a los mismos dioses y tenían la misma cultura.

La tierra era muy pobre y montañosa, pero buena para los cereales, las uvas y las aceitunas. Los griegos criaban ovejas y cabras por su leche y por la lana. La situación geográfica favorecía la navegación, así que los griegos eran buenos marineros. Su comercio llegó a todas partes del mar Mediterráneo. Fundaron colonias en la Asia Menor, y hasta en la actual Francia y España.

La vida de los griegos era sencilla, pero este pueblo dinámico nos legó muchas ideas que nos han influido hasta hoy en día. Los griegos pensaban que el don especial del hombre era su mente. A través de su razonamiento el hombre podía comprender las fuerzas naturales, a sí mismo, y a su sociedad. La mente ayuda a resolver los problemas. Las ciencias naturales y sociales empezaron con los griegos. Descubrieron que había leyes naturales que no variaban, y que explican mejor los fenómenos naturales que las explicaciones antiguas. Anteriormente, se había atribuido los cambios naturales a los caprichos de los dioses. Los griegos empezaron a explorar la naturaleza por medio de la observación. Trataban de buscar explicaciones lógicas, es decir, que tenían sentido, por los fenómenos naturales. Llamaban su método de razonamiento la filosofía, o amor a la sabiduría.

La admiración de los griegos por el ser humano se manifestaba en su arte. Buscaban la belleza en todos los aspectos de la vida, aún en las actividades cotidianas. Tenían la buena suerte de poseer un mármol blanco, con el que edificaban los templos. Admiraban el orden y las líneas sencillas. Uno de los mejores ejemplos de su arquitectura es el Partenón, un templo dedicado a la diosa Atena, patrona de la ciudad de Atenas.

GRECIA Y LOS PAISES VECINOS

Mañana: Historia Antigua

Los griegos no se unieron bajo un solo gobierno. Vivían en pequeñas ciudades-estados, en parte porque las montañas y el mar dividían la tierra y hacían la unificación difícil. Además, los griegos sentían que las ciudades-estados les ofrecían más libertad que cualquier otra forma de organización política. Cada ciudad-estado tenía su propio gobierno, su propio ejército y propia ciudadanía.

El patriotismo era muy importante para los griegos. La ciudadanía era un privilegio tan especial que se reservaba sólo para los hombres. Las mujeres y los extranjeros no poseían los derechos de ciudadanos. El extranjero se consideraba como ajeno aún a través de dos generaciones. No existía procedimiento para naturalizarse.

Los extranjeros eran importantes para la polis, sin embargo. Entre ellos y los esclavos, que eran generalmente prisioneros de guerra, se hacía la mayoría del trabajo manual y comercial. Así, los ciudadanos podían dedicarse a servir la polis. El servicio público se consideraba sumamente importante para el buen ciudadano.

Debido a que los aristócratas controlaban las escasas tierras cultivables, los griegos emigraron en busca de nuevas tierras y colonizaron las islas y costas del Mediterráneo oriental y las costas del mar Negro. La colonización acentuó la división en polis. La colonización trajo otros cambios en el sistema de gobierno. Las antiguas monarquías fueron reemplazadas por gobiernos denominados <u>aristocracias</u>, a medida que los nobles o ricos se apoderaban de la tierra. En las nuevas ciudades, los que se dedicaban al comercio y a la industria se enriquecieron y reclamaron a los aristócratas compartir con ellos el gobierno. En algunas polis hubo luchas sociales; en otras el problema se resolvió pacíficamente. Poco a poco, la forma de gobierno pasó de la aristocracia (gobierno de los nobles o aristócratas por nacimiento) a la oligarquía (gobierno de los ricos).

Las clases populares, que no participaban en el gobierno, apoyaron a jefes militares y líderes para que se tomaran el poder. Así surgieron en el siglo VI a.C. las <u>tiranías</u>, palabra que no significaba gobierno dictatorial y cruel sino gobierno ilegal por haberse tomado por la fuerza.

Los tiranos repartieron tierras entre los campesinos pobres, sometieron a los ricos y realizaron notables obras públicas. Al finalizar el siglo VI a.C., los tiranos fueron derrocados en casi todas las polis, restableciéndose el régimen oligárquico en muchas y en otras, como Atenas, organizándose una forma de <u>gobierno democrático</u> donde hasta los trabajadores de las ciudades y campesinos pobres pudieran votar y ejercer cargos públicos.

<u>Actividades</u>

I. Definir los términos siguientes:
polis, filosofía, aristocracia, oligarquía, tiranía, gobierno democrático.

II. Completar los ejercicios siguientes en otra hoja. Usar frases completas. No copiar directamente de la lectura.

1. Dónde está Grecia?
2. Cómo es el terreno de Grecia?
3. Por qué se hicieron buenos marineros los griegos?
4. Dar <u>dos</u> razones porque los griegos no se unificaron.
5. Por qué era tan importante para los griegos el uso de la razón?
6. Por qué establecieron colonias los griegos?
7. Qué cambios políticos se produjeron como resultado de la colonización?
8. Para ser un buen ciudadano, qué debía hacer un griego?
9. Según la lectura, qué cosas eran muy importantes para los griegos?
10. En su opinión, qué aspectos de nuestra civilización hemos heredado de los griegos?